Graduation Project Manual: 2014

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Graduation Project: Career Focus

**The Canon-McMillan School District requires satisfactory completion of both a research paper and a presentation to graduate.**

Goal:  Completing a graduation project demonstrates that a student can plan, produce, analyze, synthesize, and evaluate information to produce an end product and communicate significant knowledge and understanding about that product to others.

**Objective: To satisfactorily complete a research study that is based on future career/employment aspirations.**

Components: 1. Research Paper

2. Presentation

**Timeline 2013-2014**

|  |  |
| --- | --- |
| **Date** | **Project Components** |
| October 5-10 | Library Reserved for Honors English 12 and AP Lit |
| October 11-November 1 | Library Reserved for Academic English 12 |
| November 4-December 13 | Library Reserved for English 12 |
| December 13 | **Research Paper Due** |
| January 27-31 | Academic English 12, Honors English 12, and AP Lit - Presentation Preparation |
| February 3-7 | English 12 – Presentation Preparation |
| February 14 | Graduation Project Exit Presentations |

\*English teachers will specify exact schedule.\*

Vo-Tech students will complete the research paper as an in-class grade. They are exempt from the presentation because of the Vo-Tech senior project.

**Website**

The web address for materials: http://canonmaclibrary.wikispaces.com/Graduation+Project.

1. Visit the library homepage for resources and links.
2. English teachers may create and maintain individual class pages. These will be linked to the Graduation Project site.

**Research Report Criteria for a Satisfactory Rating: Minimum Requirements**

1. Utilize Noodle Tools to create **Works Cited**

2. Cite at least **five** reliable sources on a Works Cited page

* Potential sources (print or electronic): journal articles, encyclopedia articles, government publications, professional agency websites, or books
* No personal websites, blogs, wiki-spaces, or other non-professional Internet sources

3. Utilize Noodle Tools to create **Note Cards**

* 15 note cards total
* 3 to 5 per source

4. Minimum **five** body paragraphs (one per source)

5. At least **two** parenthetical citations per paragraph (minimum of **ten** parenthetical citations total)

6. Three typed pages (minimum) in MLA format in addition to Works Cited Page

* Refer to rubric on page 5 for **outstanding** criteria

**Grading and Scoring**

1. The **graduation project research paper** is part of the Senior English Curriculum. The final project is worth 10% of the third quarter grade. The research process and paper will be part of class grades. The paper will be scored as Outstanding, Satisfactory, or Unsatisfactory to determine **half** of the graduation project status.

|  |  |  |
| --- | --- | --- |
| Status | Grading Scale | Letter Grade |
| Outstanding | 100 to 85 | A to B |
| Satisfactory | 84 to 65 | B to D |
| Unsatisfactory | 64-0 | D to F |

2. The **graduation project presentation** is independent of the Senior English Curriculum. The presentation will be scored as Outstanding, Satisfactory, or Unsatisfactory. The scoring of the presentation is the other half of the graduation project status. The combination of the paper and presentation determines the overall graduation status. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

O- Outstanding

S- Satisfactory

U-Unsatisfactory

I- Incomplete/Missing

**The paper grade is first; the presentation grade is second. The final letter is the combined exit grade. The exit score determines graduation status.**

|  |  |  |  |
| --- | --- | --- | --- |
| If O/O then O  If O/S then S  If O/U then U  If O/I then U | If S/O then S  If S/S then S  If S/U then U  IF S/I then U | If U/O then U  If U/S then U  If U/U then U  If U/I then U | If I/O then U  If I/S then U  If I/U then U  If I/I then U |

#### Evaluation Rubric for the Research Project

Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric Evaluation Guide:**

This component is made up of three categories: Content, Organization and Research/Format Mechanics.

Each category should be rated as outstanding, satisfactory or unsatisfactory based upon the points to which the various criteria within that category is met.

When all points in each category are totaled, the research paper will be judged in the following manner:

**100 – 85: OUTSTANDING**

**84 – 65:** **SATISFACTORY**

**64 and below:** **UNSATISFACTORY**

**CONTENT 35 Points**

|  |  |  |
| --- | --- | --- |
| **OUTSTANDING**  **35-30** | **SATISFACTORY**  **29-23** | **UNSATISFACTORY**  **22-0** |
| Provides specific, accurate, precise information or data   Reflects a thorough understanding, insight, or knowledge of topic   Draws thoughtful conclusions supported by research and/or experience  Uses precise, accurate vocabulary/terminology  ****  Number of type written pages determined by academic level:  ****  English 12: 4 pages  ****  English 12 Academic: 5 pages  ****  English 12 Honors: 6 pages  ****  AP Literature: 7 pages |  Provides specific, accurate, precise information, with some generalities   Demonstrates an adequate knowledge or understanding of topic   Draws conclusions supported by research  and/or experience   Uses effective, appropriate vocabulary/ terminology  3 typewritten pages |  Provides very little information, details, or data   Information is inaccurate, irrelevant, or outdated   Fails to convey sufficient knowledge or understanding of topic   Draws no conclusions which are supported by research and/or experience   Uses ineffective, inappropriate vocabulary/terminology  Less than 2 full typewritten pages |

# ORGANIZATION 15 Points

|  |  |  |
| --- | --- | --- |
| **OUTSTANDING**  **15-13** | **SATISFACTORY**  **12-10** | **UNSATISFACTORY**  **9-0** |
|  Reflects organizational structure highly appropriate to the content   Uses an engaging introduction and conclusion   Clearly focuses the thesis or controlling idea   Moves smoothly from idea to idea |  Reflects organizational structure appropriate to the content   Uses an appropriate introduction and conclusion   Primarily focuses the thesis or controlling idea   Moves smoothly from idea to idea, most of the time |  Lacks clear organization   Lacks an introduction or conclusion, or these are inappropriate/ineffective   Lacks the focus of a thesis or controlling idea   Lacks coherence or smooth transition |

# RESEARCH/FORMAT MECHANICS 50 Points

|  |  |  |
| --- | --- | --- |
| **OUTSTANDING**  **50-43** | **SATISFACTORY**  **42-33** | **UNSATISFACTORY**  **32-0** |
|  Utilizes a wide variety of sources (a minimum of seven) appropriate to the topic   Provides a comprehensive works cited page   Utilizes a variety of timely, credible sources   Demonstrates comprehensive use of research material   Adheres precisely to the conventions of a style sheet: MLA   Contains few, if any, errors in mechanics, spelling, or grammar |  Utilizes a variety of sources ( five) appropriate to the topic   Provides an adequate works cited page   Uses timely, credible sources   Provides adequate, use of research material   Adheres although inconsistently to the conventions of a style sheet: MLA   Commits several errors in mechanics, spelling, or grammar, which do not detract from the communication of information |  Lacks a variety of sources (three) appropriate to the topic   Provides too few sources or not bibliography   Uses outdated sources or those without credibility   Contains vague research   Exhibits little or no evidence of conforming to the conventions of a style sheet: MLA   Contains excessive errors in mechanics, spelling, or grammar |

**Presentation Guidelines**

***Oral presentation***: Each student is allotted 15 minutes to prepare and present. The presentation itself must be 10 minutes (minimum).

***Explanation***: The student must discuss the project from its inception. Included can be reasons for selecting his/her project, knowledge gained, the process or procedure involved, skills or abilities necessary, etc.

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Optional) **10 minute time minimum** Length of presentation: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PRESENTATION DEVELOPMENT (VISUAL AID or “EVIDENCE”): Please initial selected category.**

|  |  |  |
| --- | --- | --- |
| **OUTSTANDING** | **SATISFACTORY** | **UNSATISFACTORY** |
| * Career is clearly reflected in completed product * A variety of applied technical knowledge and skill is demonstrated * Demonstrates an effective use of media, materials, photos, slides, etc. * Demonstrates clear organization and arrangement of the presentation’s overall content * Demonstrates an exemplary ability to research, select, arrange and present solid information * Follows the conventions of standard English grammar with no mistakes | * Career is reflected in completed product * Applied technical knowledge and skill are demonstrated * Demonstrates the use of some media, materials, photos, slides etc. * Appears to have a plan for the arrangement of the presentation’s overall content * Demonstrates an ability to research, select, arrange, and present information * Occasional or minimal errors in conventions of standards English grammar | * Career is fragmented and not clearly conveyed in completed product * Technical knowledge and skill are lacking or not demonstrated * Lacks adequate use/quality of media, materials, photos, slides etc. * Lacks a plan, or, at least, has a very loose plan for the arrangement of the presentation’s overall content * Demonstrates a poor ability to research, select, arrange, and present information * Numerous errors in conventions of standard English grammar |
| * **Evaluator 1:** | * **Evaluator 1:** | * **Evaluator 1:** |
| * **Evaluator 2:** | * **Evaluator 2:** | * **Evaluator 2:** |

DELIVERY: Please initial below the selected category.

|  |  |  |
| --- | --- | --- |
| **OUTSTANDING** | **SATISFACTORY** | **UNSATISFACTORY** |
| * Demonstrates excellent enunciation and pronunciation, eye contact, voice projections, and timing * Seldom refers to any notes * Appears extremely well-prepared, organized and creative during the delivery * Fields questions with poise and ease | * Speaks clearly and audibly, but occasionally lacks eye contact, voice projections, and timing * Sometimes refers to notes, uses fillers or pauses * Appears prepared and organized, but needs creativity, more visual support and more practice for better effectiveness * Fields questions adequately, although some answers lack conciseness | * Mumbles or is inaudible throughout most of the delivery and shows little evidence of practicing the delivery * Basically reads from notes and shows little awareness of an audience * Lacks reasonable preparation, creativity, or effectiveness * Provides short, inadequate answers or responses that do not answer the questions; cannot answer the question(s) asked |
| * **Evaluator 1:** | * **Evaluator 1:** | * **Evaluator 1:** |
| * **Evaluator 2:** | * **Evaluator 2:** | * **Evaluator 2:** |

The final evaluation ranking is a combination of the content, delivery, and the length of the presentation.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Development** | **Delivery** | **Time** | **Outcome** |  | **Development** | **Delivery** | **Time** | **Outcome** |
| Outstanding | Outstanding | 8-10 minutes | Outstanding |  | Satisfactory | Unsatisfactory | 8-10 minutes | Unsatisfactory |
| Outstanding | Outstanding | 6-7 minutes | Satisfactory |  | Satisfactory | Unsatisfactory | 6-7 minutes | Unsatisfactory |
| Outstanding | Outstanding | 5 & under | Unsatisfactory |  | Satisfactory | Unsatisfactory | 5 & under | Unsatisfactory |
|  |  |  |  |  |  |  |  |  |
| Outstanding | Satisfactory | 8-10 minutes | Satisfactory |  | Unsatisfactory | Outstanding | 8-10 minutes | Unsatisfactory |
| Outstanding | Satisfactory | 6-7 minutes | Satisfactory |  | Unsatisfactory | Outstanding | 6-7 minutes | Unsatisfactory |
| Outstanding | Satisfactory | 5 & under | Unsatisfactory |  | Unsatisfactory | Outstanding | 5 & under | Unsatisfactory |
|  |  |  |  |  |  |  |  |  |
| Outstanding | Unsatisfactory | 8-10 minutes | Unsatisfactory |  | Unsatisfactory | Satisfactory | 8-10 minutes | Unsatisfactory |
| Outstanding | Unsatisfactory | 6-7 minutes | Unsatisfactory |  | Unsatisfactory | Satisfactory | 6-7 minutes | Unsatisfactory |
| Outstanding | Unsatisfactory | 5 & under | Unsatisfactory |  | Unsatisfactory | Satisfactory | 5 & under | Unsatisfactory |
|  |  |  |  |  |  |  |  |  |
| Satisfactory | Outstanding | 8-10 minutes | Satisfactory |  | Unsatisfactory | Unsatisfactory | 8-10 minutes | Unsatisfactory |
| Satisfactory | Outstanding | 6-7 minutes | Satisfactory |  | Unsatisfactory | Unsatisfactory | 6-7 minutes | Unsatisfactory |
| Satisfactory | Outstanding | 5 & under | Unsatisfactory |  | Unsatisfactory | Unsatisfactory | 5 & under | Unsatisfactory |
|  |  |  |  |  |  |  |  |  |
| Satisfactory | Satisfactory | 8-10 minutes | Satisfactory |  |  |  |  |  |
| Satisfactory | Satisfactory | 6-7 minutes | Satisfactory |  |  |  |  |  |
| Satisfactory | Satisfactory | 5 & under | Unsatisfactory |  |  |  |  |  |

**Final Evaluation Chart**

|  |  |  |  |
| --- | --- | --- | --- |
| Development of Presentation | \_\_\_\_\_Outstanding | \_\_\_\_\_Satisfactory | \_\_\_\_\_Unsatisfactory/Incomplete |
| Delivery of Presentation | \_\_\_\_\_Outstanding | \_\_\_\_\_Satisfactory | \_\_\_\_\_Unsatisfactory/Incomplete |
| Length of Presentation | \_\_\_\_\_Outstanding (10-8 minutes) | \_\_\_\_\_Satisfactory (7-6 minutes) | \_\_\_\_\_Unsatisfactory/Incomplete  (5 minutes or less) |
| **Final Exit Rating** | **\_\_\_\_\_Outstanding** | **\_\_\_\_\_Satisfactory** | **\_\_\_\_\_Unsatisfactory/Incomplete** |

Technological Compatibility

* Windows XP Operating System
  + Macs are not compatible with the school operating system
    - Presenters with Mac Operating Systems must provide computer
    - Adaptors must be requested in advance (see form on page 10)
    - Presenters using an iPad must provide their own equipment and request an adaptor
* Microsoft Office Suite 2007
  + Must save PowerPoint Presentation in compatible mode (“Save As” feature) if running a newer version
* VLC Media Player (Video/Audio)
  + Windows Media Player is NOT compatible
  + Windows Real Player is NOT compatible
  + VLC [Video formats](http://en.wikipedia.org/wiki/Template:Compression_Formats)
    - [Cinepak](http://en.wikipedia.org/wiki/Cinepak), [Dirac](http://en.wikipedia.org/wiki/Dirac_%28codec%29), [DV](http://en.wikipedia.org/wiki/DV), [H.263](http://en.wikipedia.org/wiki/H.263), [H.264/MPEG-4 AVC](http://en.wikipedia.org/wiki/H.264/MPEG-4_AVC), [HuffYUV](http://en.wikipedia.org/wiki/HuffYUV), [Indeo](http://en.wikipedia.org/wiki/Indeo) 3,[[22]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-21) [MJPEG](http://en.wikipedia.org/wiki/MJPEG), [MPEG-1](http://en.wikipedia.org/wiki/MPEG-1), MPEG-2, [MPEG-4 Part 2](http://en.wikipedia.org/wiki/MPEG-4_Part_2), [RealVideo](http://en.wikipedia.org/wiki/RealVideo) 3&4,[[23]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-22) [Sorenson](http://en.wikipedia.org/wiki/Sorenson_codec) (thus enabling direct playback of the modified Sorenson [H.263](http://en.wikipedia.org/wiki/H.263) encoded videos downloaded from [YouTube](http://en.wikipedia.org/wiki/YouTube)), [Theora](http://en.wikipedia.org/wiki/Theora), [VC-1](http://en.wikipedia.org/wiki/VC-1),[[24]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-ZeroEightSix-23) [VP5](http://en.wikipedia.org/wiki/VP5),[[24]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-ZeroEightSix-23) [VP6](http://en.wikipedia.org/wiki/VP6),[[24]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-ZeroEightSix-23) [VP8](http://en.wikipedia.org/wiki/VP8), and some [WMV](http://en.wikipedia.org/wiki/WMV).
  + VLC Audio formats
    - [[26]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-vlcAudio-25) [AAC](http://en.wikipedia.org/wiki/Advanced_Audio_Coding), [AC3](http://en.wikipedia.org/wiki/AC3), [ALAC](http://en.wikipedia.org/wiki/ALAC), [AMR](http://en.wikipedia.org/wiki/Adaptive_Multi-Rate),[[20]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-Threegp-19) [DTS](http://en.wikipedia.org/wiki/Digital_Theater_System), DV Audio, [XM](http://en.wikipedia.org/wiki/XM_%28file_format%29), [FLAC](http://en.wikipedia.org/wiki/Free_Lossless_Audio_Codec), [MACE](http://en.wikipedia.org/wiki/MACE_%28codec%29), [Mod](http://en.wikipedia.org/wiki/MOD_%28file_format%29), [MP3](http://en.wikipedia.org/wiki/MP3), [PLS](http://en.wikipedia.org/wiki/PLS_%28file_format%29), QDM2/QDMC, [RealAudio](http://en.wikipedia.org/wiki/RealAudio),[[27]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-26) [Speex](http://en.wikipedia.org/wiki/Speex), [Screamtracker 3/S3M](http://en.wikipedia.org/wiki/S3M), [TTA](http://en.wikipedia.org/wiki/TTA_%28codec%29), [Vorbis](http://en.wikipedia.org/wiki/Vorbis), [WavPack](http://en.wikipedia.org/wiki/WavPack),[[28]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-27) [WMA](http://en.wikipedia.org/wiki/Windows_Media_Audio) (WMA 1/2, WMA 3 partially).[[26]](http://en.wikipedia.org/wiki/VLC_media_player#cite_note-vlcAudio-25)

Technology requests must be submitted to student’s English teacher by **January 10th**.

Presentations utilizing technology created outside of school must be tested one week prior to the Exit date.

**Students** are responsible for making an appointment to test technology.

This includes **all files**, internet storage sites, videos (streamed or dvd), audio formats, portable drives, and personal computer compatibility with school projectors.

Technology Request Form

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions: Please check the appropriate technology.**

**Once this form is submitted, no requests can be changed.**

English Class

* Regular with Ms. Bertiotti or Mrs. Moore-Elsman
* Academic with Mrs. Moore-Elsman
* Honors with Mrs. Freeze
* AP with Mr. Heirendt
* ESL with Mrs. Pleskovich
* LS with Mrs. Aul

Technology

* PowerPoint (Windows)
* DVD (Windows)
* Mac Adaptor for Projector
* iPad Adaptor for Projector
* VHS
* Speakers (audio or video)
* Blocked Internet Site
  + YouTube
  + Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other (Provide detailed information for scheduling purposes): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**KEYSTONE: English Composition Assessment Anchors and Eligible Content, Module 1 Exposition; Literature Assessment Anchors and Eligible Content Module 2 Nonfiction**

|  |  |
| --- | --- |
| **C.E.1.1** Write informative pieces that describe, explain, or summarize information or ideas.  **C.E.2.1** Revise writing to improve style, meaning, word choice, and sentence variety.  **C.E.3.1** Use conventions of standard written language. | **L.N.2.1** Use appropriate strategies to make and support interpretations of literature.  **L.N.2.4** Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.  **L.N.2.5** Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction. |

**Common Core: College and Career Readiness Anchors in Reading, Writing, Speaking, Listening and Language for Grades 11-12**

|  |  |
| --- | --- |
| **Reading Standards for Informational Text:**  7. Integrate and evaluate multiple sources of information presented in different media or formats as well as words to address a question or solve a problem.  **Writing Standards 6-12**  [CCSS.ELA-Literacy.WHST.11-12.4](http://www.corestandards.org/ELA-Literacy/WHST/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.WHST.11-12.5](http://www.corestandards.org/ELA-Literacy/WHST/11-12/5/)Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | **Speaking, Listening**  CCSS.ELA-Literacy. SL.11-12.4  Present information, findings, and supporting  evidence, conveying a clear and distinct  perspective, such that listeners can follow the  line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance,  and style are appropriate to purpose, audience, and a range of formal and informal tasks.  CCSS. ELA-Literacy. WHST. 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  CCSS.ELA-Literacy. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |